

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: Abraxas - Leadership Development Program - Learning Center

Cohort Total: 131

SPEP ID: 76-T1

Selected Timeframe: Apr. 1, 2013 – Sep. 1, 2014

Date(s) of Interview(s): Jul. 30, 2014, Aug. 14, 2014, Jan. 14, 2015

Lead County & SPEP Team Representatives: Tracie Davies, Lehigh Co. & Lisa Freese, EPISCenter

Person Preparing Report: Lisa Freese

Description of Service: *This should include a **brief** overview of the service within the context of the program, the location and if community based or residential. Indicate the type of youth referred, how the service is delivered, the purpose of service and any other **relevant** information to help the reader understand the SPEP service type classification. (350 character limit)*

The Learning Center is licensed as a private elementary and secondary school through the PA Department of Education. Classes are held year round. Youth are in school Monday through Friday from 8:50 am until 3:30 pm. Their school day consists of 6 periods (a group counseling session is first part of the day, followed by 5.5 hours instruction per day). There are 4 core subjects: Math, English, Science, Social Studies and one elective (art, health and music). The teachers are certified through the Pennsylvania Department of Education and employed by Abraxas. At admission an educational intake interview occurs to gather information on previous schools; take issued testing such as Woodcock Johnson II Inventory (tests reading and math levels), BARSCH (for learning style: visual, auditory or tactile), and the Casey Life Skills (permanency planning, life skills, health and wellness). After diagnostic testing the clients school schedule is created mainly based on the results of the Woodcock Johnson II Inventory. About 70% of enrolled youth require some type of remedial education, and 54% of the population (on average) are identified as special education. Educational liaisons are responsible for collecting past records, including IEPs; staff report that getting school records has improved since the implementation of PACTT. Evaluations for an Individual Education Plan (IEP) are done through the local Intermediate Unit, not Abraxas; however they do their own IEP reviews.

All youth attend school, including those who have a GED. Many of the youth who have a diploma may still benefit from remedial work during their stay at Abraxas. They also offer certification classes such as Microsoft and OSHA. GED testing is available and offered on site, and there are 2 opportunities to earn a high school diploma. Youth can be issued a private school diploma upon completion of 21 credits, or the educational staff will petition the home district for a home district issued diploma. SAT testing is available off site; credit recovery is also offered through Grad Point, this is a computer based, self taught curriculum. It takes about 7 weeks to complete a credit and the youth is permitted to take only one course at a time. LDP hopes to offer college credit courses in the near future. They are in the process of identifying 3 - 4 colleges/universities as potential partners.

The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. **SPEP™ Service Type:** Remedial Academic Program

Based on the meta-analysis, is there a qualifying supplemental service? Yes

If so, what is the Service type? Job related training

Was the supplemental service provided? Yes Total Points Possible for this Service Type: 15

Total Points Earned: 15 Total Points Possible: 35

2. **Quality of Service:** Research has shown that programs that deliver service with high quality are more likely to have a positive impact on recidivism reduction. Monitoring of quality is defined by existence of written protocol, staff training and supervision, and how drift from service delivery is addressed.

Total Points Earned: 20 Total Points Possible: 20

3. **Amount of Service:** Score was derived from examination of weeks and hours each youth in the cohort received the service. The amount of service is measured by the target amounts of service for the SPEP service categorization. Each SPEP service type has varying amounts of duration and dosage. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 0

Points received for Dosage or Number of Hours: 8

Total Points Earned: 8 Total Points Possible: 20

4. **Youth Risk Level:** The risk level score is compiled by calculating the total % of youth that score above low risk, and the total % of youth who score above moderate risk to reoffend based on the results of the YLS.

97 youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of 10 points

22 youth in the cohort are High or Very High YLS Risk Level for a total of 5 points

Total Points Earned: 15 Total Points Possible: 25

Basic SPEP™ Score: 58 total points awarded out of 100 points. Compares service to any other type of SPEP therapeutic service. (eg: individual counseling compared to cognitive behavioral therapy, social skills training, mentoring, etc.)

Note: Services with scores greater than or equal to 50 show the service is having a positive impact on recidivism reduction.

Program Optimization Percentage: 73% This percentage compares the service to the same service types found in the research. (eg: individual counseling compared to all other individual counseling services included in the research)

The SPEP and Performance Improvement

The intended use of the SPEP is to optimize the effectiveness of reducing recidivism among juvenile offenders. Recommendations for performance improvement are included in the service feedback report, and these recommendations are the focus of the performance improvement plan, a shared responsibility of the service provider and the local juvenile court. The recommendations for this service included in the feedback report are:

1. The documentation of routine reviews of written protocol and monitoring adherence to protocol by the supervisor at pre-determined time frames.
2. Staff may want to consider discussion with placing agencies regarding duration. This will likely result in county specific protocols for duration, assuming some counties will choose to adhere to the SPEP target of 26 weeks, where others will not.
3. LDP administrators should ensure that the Youth Level of Service results are available upon admission for every delinquent youth. Youth with high or moderate risk levels should be targeted.

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Reassessment

Name of Program and Service: Abraxas Youth and Family Services-Leadership Development Program-Learning Center
Cohort Total: 142/134 Risk Level _____ SPEP ID: 76-T02
Timeframe of Selected Cohort: Jan. 1, 2018 - Mar. 31, 2019
Date(s) of Interview(s): Dec. 11, 2018 & Mar. 8, 2019
Lead County & SPEP Team Representatives: Tracie Davies, Lehigh Co., Lisa Freese, EPISCenter
Person Preparing Report: Lisa Freese

Description of Service: *This should include a **brief** overview of the service within the context of the program, the location and if community based or residential. Indicate the type of youth referred, how the service is delivered, the purpose of service and any other **relevant** information to help the reader understand the SPEP service type classification. (500 word limit)*

he Abraxas Leadership Development Program (LDP) is an 88 bed residential program for male and female youth, ages 13 to 18 who are court committed, following an adjudication of delinquency. Referrals are accepted from all 67 counties in Pennsylvania, West Virginia, Maryland, and The District of Columbia. Successful completion of the program is approximately 6 months, however, stays can range from 4-8 months. Established in 1994, staff work with youth to instill leadership skills, training and other activities, including leadership positions and responsibilities. Individual Service Plans (ISP) include goals, services, daily groups and family conferences; pro-social skills and vocational training through PACTT affiliation and restorative justice through restitution and community service. The Leadership Development Program also operates on the philosophy of trauma informed. Part of the curriculum includes the Leadership Experiential Adventure Program (L.E.A.P.). L.E.A.P. provides experiential learning opportunities, adventure-based programming, community service, restitution, vocational programming, and workforce development opportunities.

The Learning Center is a Pennsylvania Department of Education (PDE) licensed, private elementary and secondary school. Classes are held year round. Youth are in school Monday through Friday from 8:50 am until 3:30 pm. The school day consists of 6 periods (a group counseling session is first part of the day, followed by 5.5 hours instruction per day). There are 4 core subjects: Math, English, Science, Social Studies, and one elective (art, health, music, and PACTT certification classes). There are currently 3 teachers that teach PACTT affiliated courses, which include Resume Building, Budgeting, and Court Attire and Presentation. The Office of Vocational Rehabilitation (OVR) also offers Microsoft Office during electives. The teachers are certified through the PDE and employed by Abraxas. At admission, an educational intake interview occurs to gather information on previous schools; take issued testing such as STAR 360 (tests reading and math levels), BARSCH (for learning style: visual, auditory or tactile), and the Casey Life Skills (permanency planning, life skills, health and wellness). A resident's school schedule is based on the results of the STAR 360. A peer mentor is also assigned, the role of the peer mentor is to discuss expectations/rules and how to navigate the classrooms. About 70% of enrolled youth require some type of remedial education, and 50% of the population (on average) are identified as special education. Educational liaisons are responsible for collecting past records, including IEPs. Evaluations for an Individual Education Plan (IEP) are done through the local Intermediate Unit, not Abraxas; however, they do their own IEP reviews.

The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. **SPEP™ Service Type:** Remedial Academic Program

Based on the meta-analysis, is there a qualifying supplemental service Yes

If so, what is the Service type? Job related training

Was the supplemental service provided? Yes Total Points Possible for this Service Type: 15

Total Points Earned: 15 Total Points Possible: 35

2. **Quality of Service:** Research has shown that programs that deliver service with high quality are more likely to have a positive impact on recidivism reduction. Monitoring of quality is defined by existence of written protocol, staff training and supervision, and how drift from service delivery is addressed.

Total Points Earned: 20 Total Points Possible: 20

3. **Amount of Service:** Score was derived from examination of weeks and hours each youth in the cohort received the service. The amount of service is measured by the target amounts of service for the SPEP service categorization. Each SPEP service type has varying amounts of duration and dosage. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 2

Points received for Dosage or Number of Hours: 8

Total Points Earned: 10 Total Points Possible: 20

4. **Youth Risk Level:** The risk level score is compiled by calculating the total % of youth that score above low risk, and the total % of youth who score above moderate risk to reoffend based on the results of the YLS.

123 youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of 10 points

41 youth in the cohort are High or Very High YLS Risk Level for a total of 10 points

Total Points Earned: 20 Total Points Possible: 25

Basic SPEP™ Score: 65 total points awarded out of 100 points. Compares service to any other type of SPEP therapeutic service. (eg: individual counseling compared to cognitive behavioral therapy, social skills training, mentoring, etc.)

Note: Services with scores greater than or equal to 50 show the service is having a positive impact on recidivism reduction.

Program Optimization Percentage: 82% This percentage compares the service to the same service types found in the research. (eg: individual counseling compared to all other individual counseling services included in the research)

The SPEP™ and Performance Improvement

The intended use of the SPEP is to optimize the effectiveness of reducing recidivism among juvenile offenders. Recommendations for performance improvement are included in the service feedback report, and these recommendations are the focus of the performance improvement plan, a shared responsibility of the service provider and the local juvenile court. The recommendations for this service included in the feedback report are:

The Learning Center scored a 65 for the Basic Score and an 82% Program Optimization Percentage. This Basic score represents an increase of 7 points from the initial SPEP™ assessment. The POP score represents an increase of 9 percentage points from the initial SPEP™ assessment. It was classified as a Remedial Academic Program. There was a qualifying supplemental service of job-related training delivered. The quality of service was found to be at a High Level. For Amount of Service, 25% of the youth received the recommended targeted weeks of duration, and 97% of the youth received the recommended targeted contact hours for this service type. The risk levels of youth admitted to the program were: 8% Low Risk, 61% Moderate Risk, and 31% High Risk. The service could improve its capacity for recidivism reduction by addressing the following recommendations:

1. Quality of Service Delivery
 - a. Staff Training
 - i. Ensure that the supervisor attains a PA teacher's certification.
2. Amount of Service
 - a. Duration
 - i. Collaborate with juvenile probation departments to increase duration to 26 weeks of service.